

ESERA SIG3: 2019 Business Meeting

Tuesday 27th August/18.30-19.30/ Bologna University Room B3

Convenors: Melissa Glackin (MG), King's College London
Tricia Patrick (TP), *Columbus State University*

Minutes

1. Introductions/ SIG purpose
MG welcomed SIG 3 members and outlined the role of the ESERA SIG. Highlighting ESERA guidance: <https://www.esera.org/sigs/esera-special-interest-groups>
2. Summer School Report
Justin Dillon (University of Exeter), had attended the ESERA summer school as a coach and spoke about the benefits encouraging all SIG members to consider attending in some capacity. Members to let SIG convenors know if they attend.
3. ESERA SIG3 Book update:
Marianne Achiam (University of Copenhagen), co-editor of the SIG book (with Justin Dillon and Melissa Glackin), updated the SIG on the progress of Springer Publishers Edited volume: *Addressing Wicked Problems Through Science Education*. The book consists of 11 chapters. Chapters are now out to final review. Publication is anticipated in January 2020. The titles of the chapter are:

<i>Co-designing a Controversy-based Educational Programme in a Science Centre</i>	<i>Sliding School Doors: Improving Student Engagement with Climate Change</i>
<i>The complexity of Biodiversity and Conservation in Immersion Exhibitions of Botanical Gardens</i>	<i>Field Schools in Archaeology as a Means to Re-engage with Historical and Material culture</i>
<i>Connecting Museum Visitors to Nature</i>	<i>Family Interactions With Biodiversity In A Natural History Museum</i>
<i>Real-world Problem: The Connections between Socio-Scientific Content and Dioramas</i>	<i>Addressing Health In Out-Of-School Science Experiences</i>
<i>The Natural Gas Export Debate in Israel: Addressing the Missing (Economic) Factors in Education for Sustainable Development</i>	<i>Climate Garden 2085: An Art-Science Experiment Promoting Different Ways Of Knowing About Climate Change</i>

4. Pre-conference workshop report

On Monday 27th August, some 20+ SIG members attended a tour and workshop at Fondazione Golinelli which provides 'the younger generations with new tools to understand the future that awaits them so that they can become tomorrow's actively responsible protagonists'. It is an 'open ecosystem' enables activities including education, training, research, technology transfer, incubation, acceleration, venture capital, dissemination and the promotion of the sciences and arts.

The tour was followed by a workshop focused on research ethics in out-of-classroom science learning. TP provided rich food for thought from her own ethical research dilemmas before SIG members discussed their own experiences.

5. SIG Chair nominations/ election

Melissa Glackin stood down as SIG convenor (2016-2019). She was thanked for her work in the SIG. KC Busch, nominated by Justin Dillon, stood and was elected as SIG co-convenor for 2019-2022. See appendix for KC's bio.

6. SIG symposium

MG thanked the SIG members who planned an inspiring and thought-provoking SIG symposium. It was very well attended and generated many interesting avenues of thought.

Title: A 21ST CENTURY PERSPECTIVE ON DIORAMAS (Room D2)

Chair: Doris Ash, University of California Santa Cruz, California, USA

Discussant: Marianne Achiam, University of Copenhagen, Copenhagen, Denmark

Presenters:

Dawn Sanders, University of Gothenburg, Gothenburg, Sweden

Doris Ash, University of California Santa Cruz, California, USA

Annette Scheersoij, University of Bonn, Bonn, Germany

Jesús Piqueras, Stockholm University, Stockholm, Sweden

7. Creation of SIG working/ sub-committee groups

Trisha Patrick discussed ideas about strengthening the works of the SIG.

Actions: Tricia, through a web-survey circulated to all SIG members, to explore areas of research interest, interest in establishing/ being involved in several sub-committees and coordinating a mid-ESERA SIG conference.

8. Any other business

Books announced:

- Doris Ash et al. The reflective museum practitioner
<https://www.taylorfrancis.com/books/e/9780429025242>
- Lennie Rennie et al. Supporting Self-Directed Learning in Science and Technology Beyond the School Years
<https://www.taylorfrancis.com/books/9780429434303>

Appendix 1

Standing for election: Dr KC Busch

Nominator: Prof Justin Dillon, University of Exeter

KC Busch's bio

I'm an Assistant Professor of STEM Education and faculty in the Leadership in Public Science interdisciplinary cluster at North Carolina State University in the United States. My research lies at the crossroads of science education and science communication, with a strong dash of environmental education. My past research has looked at how climate change is communicated in educational settings, with a special emphasis on framing theory. My current research is using social network analysis to understand how people learn within their social networks, such as how environmental educators learn from each other within their professional organizations or how people learn about climate change from those with whom they interact. I teach community-engaged courses about learning in informal contexts, in which students co-develop semester-long projects with informal education providers such as museums, libraries, and the farmer's market. The courses include theory, practice, and evaluation, specific to learning in informal and nonformal spaces. To enhance my teaching, I am developing a model for informal educator's Pedagogical Content Knowledge (iPCK). I have a background as an informal science educator--in a residential environmental education center in Vermont, a national park in Nevada, and the Peace Corps in Africa--and as a formal high school science educator for 12 years in Texas. I earned my MA at University of Texas at Austin, advised by Dr. Leema Berland, and my PhD at Stanford University, advised by Drs. Jonathan Osborne and Nicole Ardoin.